

Phonics: Word Study Making the Connection



Reflection Activity

What are children capable of doing when they understand phonics skills?



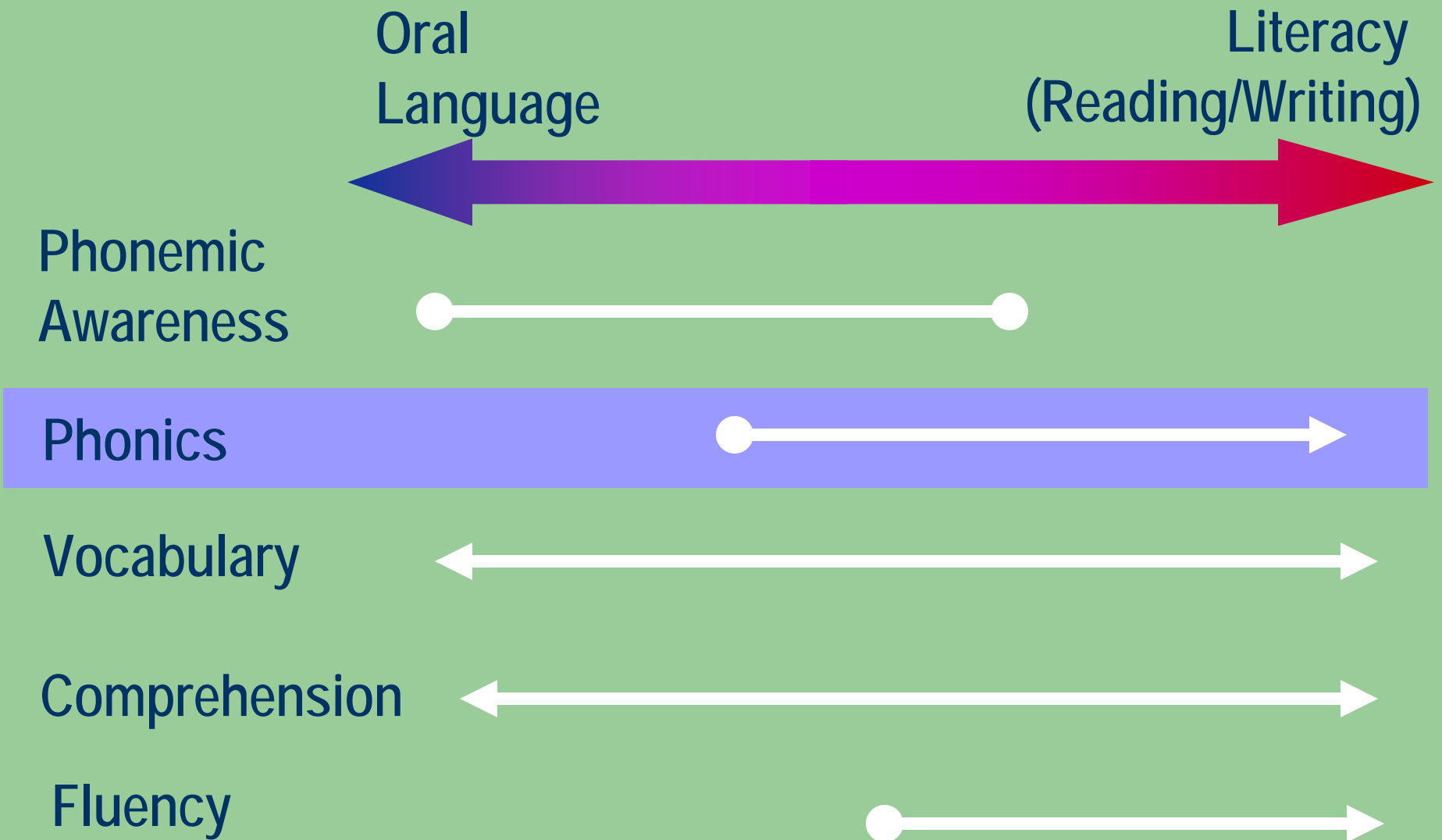
Content Standards



- Recognize the sound-print connection of the English language.
- Know and understand the connection between phonemic awareness (sound work) and phonics (word work).
- Identify and practice instructional activities that support the alphabetic principle and simple decoding.

Research Points

The Essentials for Beginning Reading



Students need to have:

- An understanding that words are made up of a sequence of sounds (phonemes) represented by letters in written words
- Accurate and rapid identification of the letters of the alphabet for reading

Students need to have:

- An understanding of phonics elements in written language
 - Letter-sound correspondences
 - Spelling patterns
 - Syllables
 - Meaningful word parts

Students need to know how to apply phonics elements as they read and write.

Students need to be taught the alphabetic code explicitly and systematically.



Explicit instruction refers to direct instruction that includes:

I do!



Modeling

We do!



Guided practice

You do!



Application

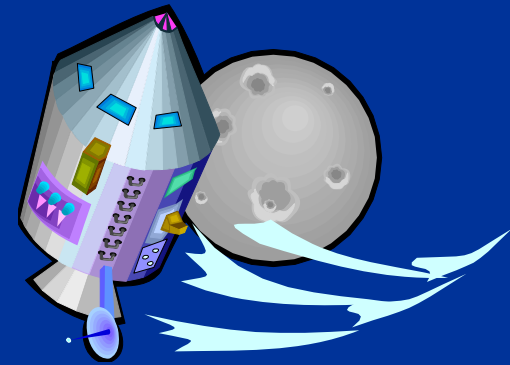
Systematic instruction refers to teaching procedures that are:

- Sequential
- Consistent
- Cumulative

PLUS: Aligning instruction with progress monitoring assessment data

Teaching READING IS Rocket Science

To understand printed language well enough to teach it explicitly requires disciplined study of its systems and forms, both spoken and written.



Moats, 1999

Alphabetic Principle

What Does Research Tell Us?



Familiarity with the letters of the alphabet is a powerful predictor of early reading success.

Ehri and McCormick, 1998

Why Teach the Alphabetic Principle?

Knowing the alphabet is almost like having an anchor for each sound.

Hall and Moats, 1999

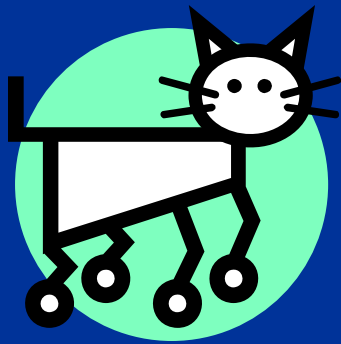


s = /s/

b = /b/

Alphabetic Principle

The ability to understand that words are composed of letters that represent sounds



=

/c/

/a/

/t/

=

cat

English Alphabetic Code



26 letters that represent:

- Approximately 44 sounds (phonemes)
- 250 graphemes (e.g., /f/ = f, ff, gh, ph)

Activity: Alphabetic Principle

What are different letter combinations for the 3 sounds listed below:

/j/

Long sound of /a/

/k/

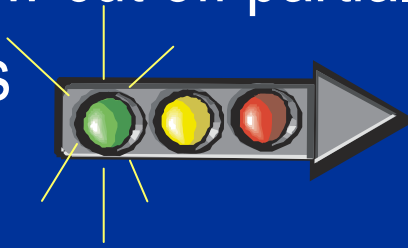


Alphabetic Code

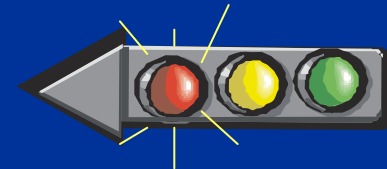
- **Consonants:** Most stable and predictable sound/symbol associations
- **Vowels:** Essential to the sounding of a word

Consonant Sound Classifications

- Place of articulation
 - Where in the mouth is the sound formed?
- Manner of articulation
 - How is the sound formed?
 - Is the airflow cut off partially or completely?
 - Continuous or Stop
- Voiced or Voiceless
 - Are your vocal cords vibrating?



or Stop



Consonant Sound Classifications

Manner ►	Stops Sounds	Continuous Sounds	Continuous (nasal)	Continuous (other)
▼ Place Voicing ►	VL V	VL V	V	V
Lips	/p/ /b/		/m/	/w/
Lips/Teeth		/f/ /v/		
Tongue between teeth		/th/ / <u>th</u> /		
Tongue behind teeth	/t/ /d/	/s/ /z/	/n/	// /r/
Roof of mouth	/ch/ /j/	/sh/ /zh/		/y/
Back of mouth	/k/ /g/		/ng/	(Throat) /h/

Letters Taking On Other Sounds

C = /k/ cup



or

/s/ city



Qu = /k/ /w/ queen



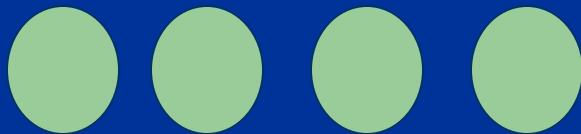
X = /k/ /s/ box



Consonant Sound Combinations

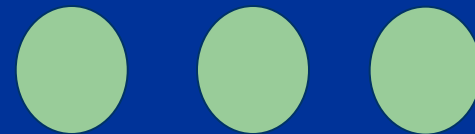
Consonant Blends

/f/ /l/ /a/ /g/



Consonant Digraphs

/sh/ /o/ /ck/



Vowel Sound Classifications

	Short	Long
/a/	apple	made
/e/	edge	Pete
/i/	itch	bike
/o/	octopus	hope
/u/	up	cute
/y/	gym	cry; baby

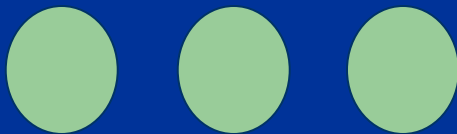
Additional Vowel Sound Classifications

- Vowel pairs
 - Vowel digraphs
 - (meat, sweet; pain, day)
 - Vowel diphthongs
 - (boil, toy; found, now)
- Vowel consonant combinations
 - Vowel-consonant-e (make, cube)
 - r-controlled vowel (fort, shirt, carvere)

Consonant Sound Combinations

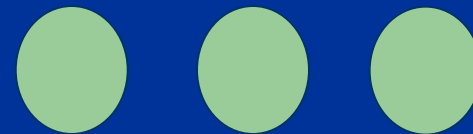
Vowel
Digraph

/p/ /ai/ /n/



Vowel
Diphthong

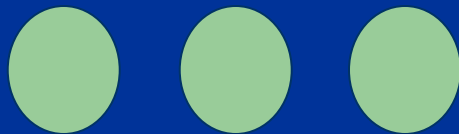
/t/ /oi/ //



Consonant Sound Combinations

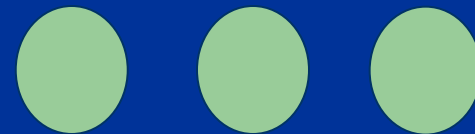
Vowel
Consonant -e

/b/ /ae/ /k/



r-Controlled
Vowel

/f/ /or/ /t/



Activity: Sound Work to Word Work

	# of Sounds	# of Letters
Spill	4	5
Shop	3	4
Teeth	3	5
Fix	4	3
Quilt	5	5

Activity: Sound/ Spelling Errors



bugz (bugs)

bid (bed)

tat (that)

chet (jet)

wet (went)

sip (ship)

mak (make)

shimp (shrimp)

me (be)

stopt (stopped)

Reflection Activity

In your own words,
provide at least two
differences between
phonemic awareness
and phonics.



Instructional Strategies

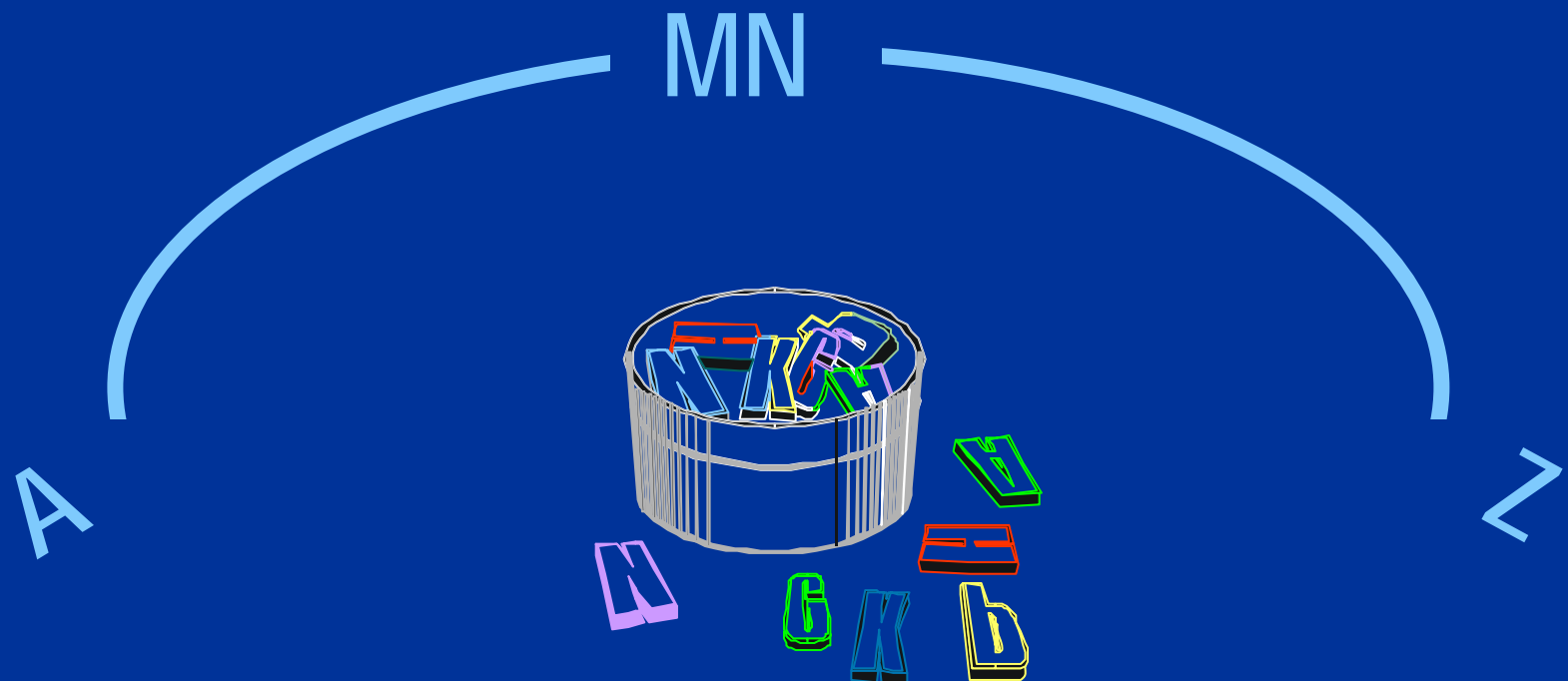
Activities to Consider!



- Alphabet Mat and Arc
- Word Building
- High Frequency Words
- Sample Lesson Plan

Alphabet Mat and Arc

ABCDEFGHIJKLMNOPQRSTUVWXYZ



Adapted Alphabet Mat

Letter recognition and alphabetic knowledge

ABCDE

FGHIJ

KLMNO

PQRST

UVWXYZ

What Does Research Tell Us?

Good readers rely primarily on the letters in a word rather than context or pictures to identify familiar and unfamiliar words.

Ehri, 1994



Read the sentence aloud:

In *Palampam Day*, by David and Phyllis Gershator(1997), Papa Tata Wanga offers sage advice to Turn, who refuses to eat because on this day, the food talks back, as do the animals.

Simple Word Decoding

map	tof	bun	his
cot	sim	gat	den

- What does CVC mean?
- What can we predict about a CVC word?
- What do we know about this pattern?

Closed Syllable

If you have a single vowel letter, ending in one or more consonants, the vowel sound is typically short and it is called a closed syllable pattern.

fan

chop

ask

blunt

Simple Word Decoding

sot

fep

ped

yaz

kav

ut

ig

lan

shub

dif

Steps to Word Building

- Begin with 2 or 3 phoneme words (am, at, mop, man) and moving to longer 4, 5, or 6 phoneme words (fill, slick, jump, frog, tent, stress, split)
- Begin with letters that represent their most common sounds
- Initially begin words with continuous sounds
- Initially use stop sounds at the end of words
- Word lists should contain previously taught patterns

Activity: Building Words

- Find the letters for this lesson: _____
- Place the letters on the table/pocket chart
- Put the letters in alphabetical order
- Point to each letter and say its name & sound
- Each word must have a vowel. What are the vowels today?

Word Sorts

- Based on sound and/or spelling patterns
- Reinforces the recognition of words themselves
 - Closed Word Sorts
 - Open Word Sorts

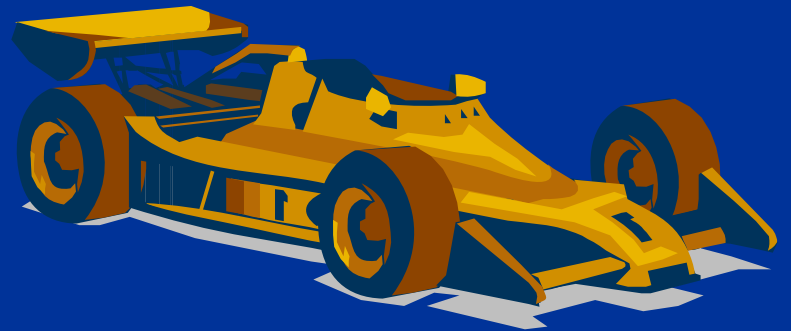


High Frequency Words

- Occur frequently in our print
- Regular patterned words (e.g., and, that, with)
- Irregular words (e.g., of, you, said, was, does)
 - “Connecting threads” yet defy predictable rules
- Should be recognized effortlessly, and automatically

Automaticity

- Good readers and spellers recognize and spell words accurately, rapidly and with little attention or effort.
- Their focus is on meaning, but they can quickly refocus their attention on decoding and spelling unfamiliar words when necessary.



Sample Lesson Plan

- Lesson objective:
To learn the “ai” and “ay” pattern
- Sample lesson:
 - Review short ‘a’ letter-sound work
 - Introduce new concept
 - Word work with new concept
 - Bridge to spelling and reading



Monitoring Students' Progress



- Regularly monitor students' phonics and word-study knowledge
 - Knowledge of letters/letter-sound correspondences
 - Ability to decode words

Monitoring Students' Progress

- Listen to students read aloud in instructional-level texts
- Monitor word study strategies and fluency



Phonics

Instructional Guidelines

What are the Critical Elements of Phonics Instruction?

- Teach **daily**.
- Build on a **foundation of phonemic awareness**.
- Teach **explicitly** and **systematically**.
- Provide **practice** with **decodable texts**.
- Include **regular progress monitoring checks**.
- Provide for intervention as needed.

Guidelines for Teaching Phonics

You do!

We do!

I do!



Modeling



Guided practice



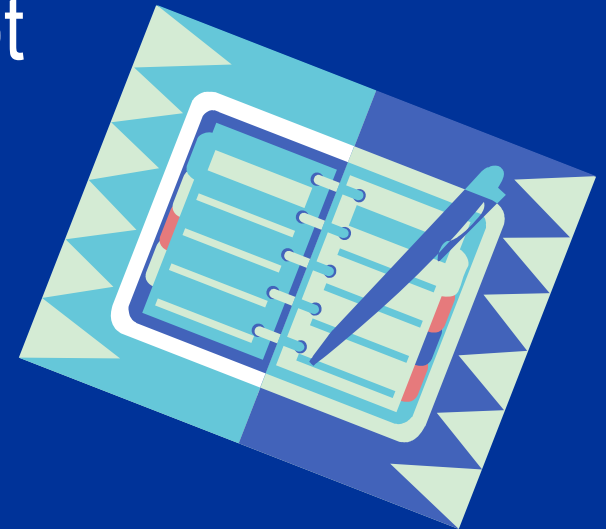
Application

Differentiation in Teaching Phonics

- Teach frequently-used letters and sounds before teaching those less frequently used.
 - Introduce the most common sound first!
 - Introduce only a few letter-sound correspondences at a time.
- Begin with letter-sound correspondences that can be combined to make words students can decode and understand.

Lesson Plan Suggestions

- Letter sound review
- Introduction to a new concept
- Word building with the new concept
- Practice within text reading
- Sight word review – build fluency
- Bridges to spelling



Thinking about ELL



- Help students use their understanding of the alphabetic principle to decode words.
- Teach students how to transfer their native language to English.
- Take particular care to teach letter combinations and sounds that do occur in the students' native languages.
- Preteach and discuss the meanings of the words that they are being asked to hear, say, read, and write.

Reflection Activity

Why is it important
to teach phonics?



Why Teach Phonics?

- Solidifies the link between sounds and letter correspondences.
- Leads to automaticity and fluency.
- Positively impacts vocabulary and comprehension growth (especially in early grades).
- Increases sight vocabulary.
- Creates better spellers.



Do remember...

The goal... [of systematic phonics instruction] ...is to enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make normal progress in learning to read and comprehend written language.

National Reading Panel, 2000

Resources

- Bear, Invernizzi, Templeton, Johnston. *Words Their Way*. ISBN: 0-13-021339-X (Prentice Hall)
- Blevins. *Phonics from A to Z*. ISBN: 0-590-31510-2 (Scholastic)
- Blevins. *Teaching Phonics and Word Study*. ISBN: 0-439-16352-8 (Scholastic)
- Cunningham. *Systematic Sequential Phonics They Use*. ISBN: 0-88724-581-1 (Carson-Dellosa)

Thank you!
This concludes the presentation.